



Design and Technology Progression at St Michael's Nursery and Infant School

	EYFS	Year 1	Year 2	Lower Key Stage 2
Design	<ul style="list-style-type: none"> • Select appropriate resources • Use gestures, talking and arrangements of materials and components to show design • Use contexts set by the teacher and myself • Use language of designing and making (join, build, shape, longer, shorter, heavier etc 	<ul style="list-style-type: none"> • Have own ideas • Explain what I want to do • Explain what my product is for, and how it will work • Use pictures and words to • Plan, begin to use models • Design a product for myself • Following design criteria • Research similar existing products 	<ul style="list-style-type: none"> • Have own ideas and plan what to do next • Explain what I want to do and describe how I may do it • Plan purpose of product, how it will work and how it will be suitable for the user • Describe design using pictures, words, models, diagrams • Design products following design criteria for others • Choose best tools and materials, and explain choices • Use knowledge of existing products to produce idea 	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s. • Make drawings with labels when designing. • Establish criteria for a successful product. • Start to order the main stages of making a product. • Understand how well products have been designed, made, what materials have been used and the construction technique. • Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. • Start to understand whether products can be recycled or reused. • When planning explain their choice of materials and components including function and aesthetics.

<p>Make</p>	<ul style="list-style-type: none"> • Construct with a purpose, using a variety of resources • Use simple tools and techniques • Build / construct with a wide range of objects • Select tools & techniques to shape, assemble and join • Replicate structures with materials / components • Understand different media can be combined for a purpose 	<ul style="list-style-type: none"> • Explain what I'm making and why • Select tools/equipment to cut, shape, join, finish and explain choices • Measure, mark out, cut and shape, with support • Choose suitable materials and explain choices • Try to use finishing techniques to make product look good • Work in a safe and hygienic manner 	<ul style="list-style-type: none"> • Explain what I am making and why it fits the purpose • Make suggestions as to what I need to do next. • Join materials/components together in different ways • Measure, mark out, cut and shape materials and components, with support. • Describe which tools I'm using and why *choose suitable materials and explain choices depending on characteristics. • Use finishing techniques to make product look good • Work safely and hygienically 	<ul style="list-style-type: none"> • Select a wider range of tools and techniques for making their product. • Begin to place main stages of a plan or recipe, in order. • Explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Start to understand that mechanical and electrical systems have an input, process and output and that mechanical systems such as levers and linkages or pneumatic systems create movement. • Know how simple electrical circuits and components can be used to create functional products. • Measure, mark out, cut, score and assemble components with more accuracy. • Work safely and accurately with a range of simple tools. • Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. • Start to measure, tape or pin, cut and join fabric with some accuracy
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Evaluate	<ul style="list-style-type: none"> • Dismantle, examine, talk about existing objects/structures • Consider and manage some risks • Practise some appropriate safety measures independently • Talk about how things work • Look at similarities and differences between existing objects / materials / tools • Show an interest in technological toys • Describe textures • 	<ul style="list-style-type: none"> • Talk about my work, linking it to what I was asked to do • Talk about existing products considering: use, materials, how they work, audience, where they might be used • Talk about existing products, and say what is and isn't good • Talk about things that other people have made • Begin to talk about what could make product better 	<ul style="list-style-type: none"> • Describe what went well, thinking about design criteria • Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion • Evaluate how good existing products are • Talk about what I would do differently if I were to do it again and why 	<ul style="list-style-type: none"> • Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose • Begin to disassemble and evaluate familiar products and consider the views of others to improve them. • Evaluate the key designs of individuals in design and technology has helped shape the world.
Technical Knowledge	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes. 	<ul style="list-style-type: none"> • Begin to measure and join materials, with some support • Suggest ways to make material/product stronger • Begin to use levers or slides 	<ul style="list-style-type: none"> • Begin to measure and join materials, with some support • Suggest ways to make material/product stronger • Use wheels and axis 	<ul style="list-style-type: none"> • Understand that materials have both functional properties and aesthetic qualities. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products. • Begin to understand how mechanical and electrical systems have an input and output process. • With support, make and represent simple electrical circuits, such as a series and parallel, and components to create functional products. • With help, explain how mechanical systems such as levers and linkages create movement. • Use mechanical systems in their products.

Cooking and Nutrition

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| <ul style="list-style-type: none">• Begin to understand some food preparation tools, techniques and processes• Practise stirring, mixing, pouring, blending• Understand the importance of hand washing before food preparation.• Understand need for variety in food• Begin to understand that eating well contributes to good health | <ul style="list-style-type: none">• Understand that all food comes from plants or animals;• Understand that food has to be farmed, grown elsewhere (e.g. home) or caught;• Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; | <ul style="list-style-type: none">• Explain where in the world different foods originate from;• Name and sort foods into the five groups in the Eatwell Guide;• Use what they know about the Eatwell Guide to design and prepare dishes. | <ul style="list-style-type: none">• Start to know that food is grown, reared and caught in the UK, Europe and the wider world.• Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically• Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.• Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'• Begin to know that to be active and healthy, food and drink are needed to provide energy for the body. |
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